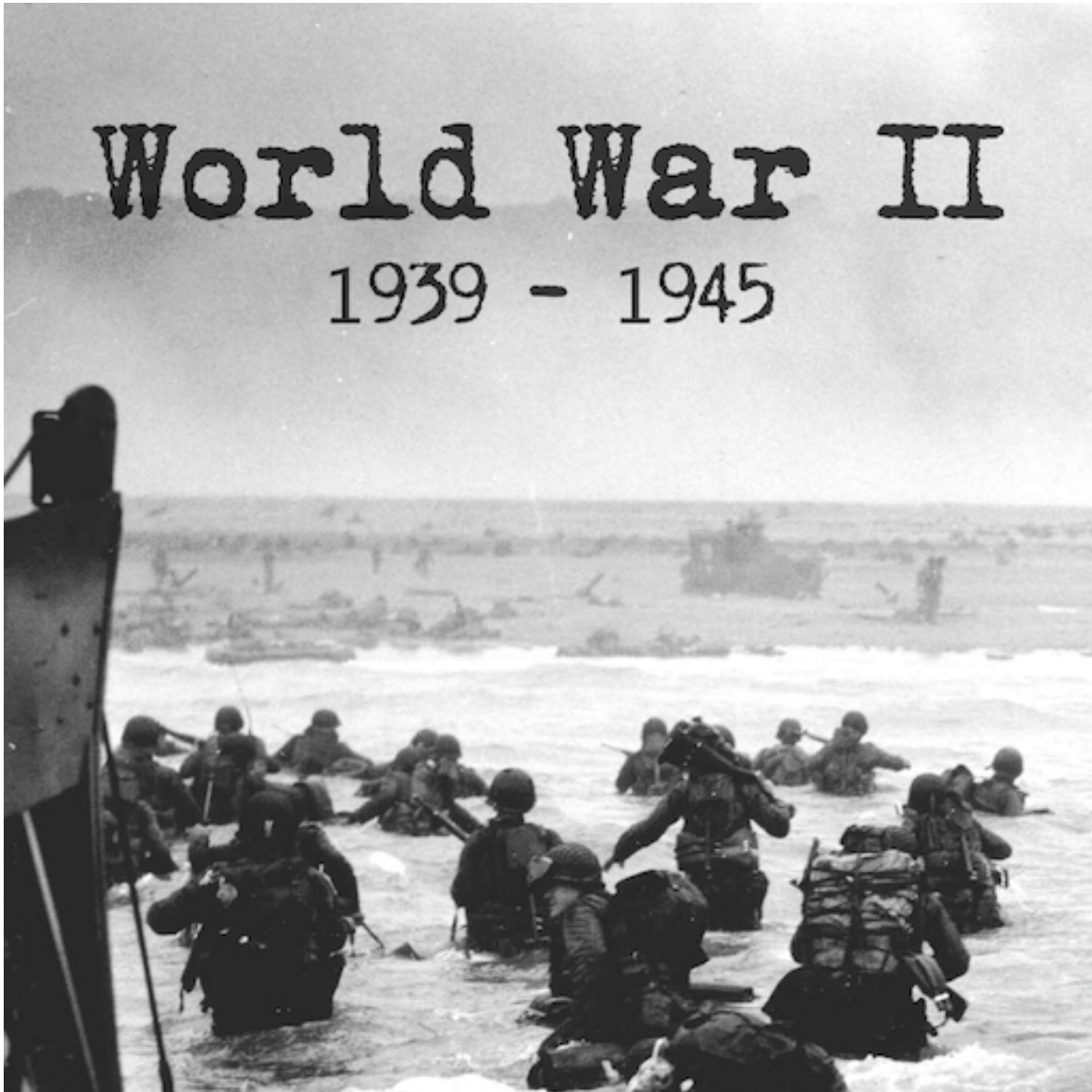


US History & Government



Classroom packet

Name _____ Per. _____

World War II

Entrance task: Brainstorm what you know about the causes of World War II.

“World War II – the most deadly conflict the world has seen. The U.S. would step onto the center stage of world events in fighting this war and forging a future in its aftermath.”

United States History. Prentice-Hall. Boston, Massachusetts. 2008

I. US Involvement in World War II

Neutrality Acts 1930s	Lend-Lease Ac 1941	Pearl Harbor Dec. 7, 1941

1. Comprehension question: *In what sense was the United States “involved” in World War II before the Pearl Harbor attack and the Congressional declaration of war in December 1941?*

II. War Strategy

Europe First

Pacific Island Hopping

Atomic Bomb

2. Comprehension question: *Make a prediction: How was the need to wage “total war” likely to alter the nature of American society?*

Impact of the war on Americans: Focus: Japanese-Americans

The surprise attack on Pearl Harbor on December 7, 1941, sent shock waves throughout the United States. 2,300 sailors lost their lives in the attack, and some remained entombed in ships beneath the Hawaiian waters. The angry American people called for revenge. In the days after the attack, the U.S. Congress and President Roosevelt called for war, not only with Japan but also with her allies, Germany and Italy. For the first time in history, the United States was in a two-ocean war, facing well-armed enemies on the far coasts of both the Atlantic and the Pacific. Nine Japanese submarines operated off the West Coast in the months following the attack. Four American ships were damaged or sunk. On February 23, 1942, oil facilities in Santa Barbara were attacked by a Japanese submarine.

Early investigations into the attack on Pearl Harbor placed responsibility on Japanese spies working in Hawaii. Some argued that the attack could not have been carried out without the help of spies to supply information to the attacking Japanese planes. The Roosevelt administration, military leaders, and the public wondered openly about enemies living in the United States. After all, Germany's successful conquest of France, Norway, Poland, and Austria were blamed on Fifth Columnists—citizens in those countries who had worked undercover to help the German forces. Many people were concerned about the loyalty of over one million Germans, Italians, and Japanese then living in the United States; especially since some of them were not citizens. One federal judge noted, "Our doors have been thrown open in the past to all kinds of people. Some of them now seek to harm us."

In the 1930s some Americans of German, Italian and Japanese descent joined pro-Fascist organizations. The German Bund, an organization of Germans who supported Adolph Hitler, numbered as many as 25 to 30 thousand members. A similar number of Italians were pro-Mussolini. Japanese membership in pro-Fascist groups like the Black Dragon Society was much smaller, probably less than a thousand. Collectively, the presence of so many people living in the United States with sympathy toward the enemy was thought by some to represent a major threat. Others considered the threat much less significant since the vast majority of these people were American citizens, and many had family roots that stretched back for generations in the United States.

Critical Thinking Question:

You are President Roosevelt's chief advisor on national security issues. What would you advise the president to do? Why?

- A. Intern—place in armed camps—all Germans, Italians, and Japanese citizens and non-citizens, approximately one-million people.
- B. Intern only those Germans, Italians, and Japanese that appear to be disloyal.
- C. Place all Japanese citizens and non-citizens, regardless of age, gender or place of birth, in internment camps well away from strategic coastal areas.
- D. Establish zones around military installations and strategic areas and require an entry pass.
- E. Deal with Germans, Italians, and Japanese the same way as other U.S. citizens—on a case by case basis. Proven enemy collaborators should be sent to jail or interned.

Explain your choice below:

Relocation of Japanese Americans

After the bombing of Pearl Harbor, the War Department persuaded President Franklin Roosevelt to authorize the transfer of 120,000 people of Japanese ancestry to “relocation centers.” The following is an excerpt from the executive order:

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense materials, national-defense premises, and national-defense utilities.....

Now, therefore, by virtue of the authority vested in me as President of the United States and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War and the military commanders whom he may from time to time designate, whenever he or any designated commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate military commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate military commander may impose in his discretion...

I hereby further authorize and direct all executive departments, independent establishments, and other federal agencies to assist the Secretary of War or the said military commanders in carrying out this Executive Order including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities and services.

Soon after the order was issued, the case of *Herabayashi v. United States* reached the circuit court of appeals. The case involved the arrest of a Japanese American who refused to obey a curfew issued by the military under the recent executive order. The circuit court ruled on the case:

The war power of the national government is power to wage war successfully. It extends to every matter and activity related to war....Power is not restricted to winning victories. When conditions call for “judgment and discretion”it is not for any court to sit in review of the wisdom of their action...

Thus, the legality of the relocation of Japanese Americans was upheld- at least for awhile.

1. What executive power did Roosevelt invoke? _____
2. What was the issue involved in the case of *Herabayashi v. United States*? _____

3. What did the court of appeals mean when it said: “When conditions call for ‘judgment and discretion’... it is not for any court to sit in review of the wisdom of this action”? _____

4. How might people have justified this order at the time it was issued? _____

Impact of the war on Americans: Japanese-Americans

Who?	
What?	
When?	
Where?	
Why?	

Comprehension Answer: *Why do you think that Japanese-Americans were interned and German-Americans were not?*

Korematsu v. United States

Citation: 323 U.S. 214 (1944)

Concepts: Japanese Relocation/Equal Protection v. Executive Powers

Facts

Between 1941 and 1945, there were strong anti-Japanese feelings in the United States due to the war with Japan. In May 1942, Korematsu, an American citizen of Japanese descent, was convicted in federal court of “knowingly remaining in a designated military area in San Leandro, California.” His actions violated Exclusion Order #34 and Executive Order #9066 of 1942, which had been issued to protect the West Coast from acts of espionage and sabotage. The Acts required all Japanese-Americans living in restricted areas to go inland relocation centers. Korematsu believed the order violated his constitutional rights.

Issue

Whether Executive Order #9066 of 1942, violated Korematsu’s Fourteenth Amendment right to equal protection of the law and his Fifth Amendment right to life, liberty, and property; and whether, because of the special circumstance of the world war, Congress or the President had the power to violate Korematsu’s constitutional rights.

Opinion

In a rare decision, 6-3, the Supreme Court of the United States ruled that an entire race could be labeled a “suspect classification,” meaning that the government was permitted to deny the Japanese their constitutional rights because of military considerations. Because a number of Japanese may have been disloyal, the military felt that complete exclusion of persons of Japanese ancestry from certain areas was essential during wartime. The Court ruled that such exclusion was not beyond the war powers of Congress and the President since their interest in national security was “compelling.”

Thought Questions

As a result of this decision, it is now American constitutional law that a citizen of the United States who is set apart only by race may be expelled from his or her home on orders of the President and military without reference to his or her loyalty or rights as a citizen. Does such a precedent present possible danger?

American citizens of Japanese descent were subject to exclusion and removal during World War II. American citizens of Italian and German descent were not. Is this evidence of “racism”? Why or why not?

To what degree should the constitutional rights of citizens be curtailed during times of war?

Is a President ever justified in setting aside civil rights of citizens?

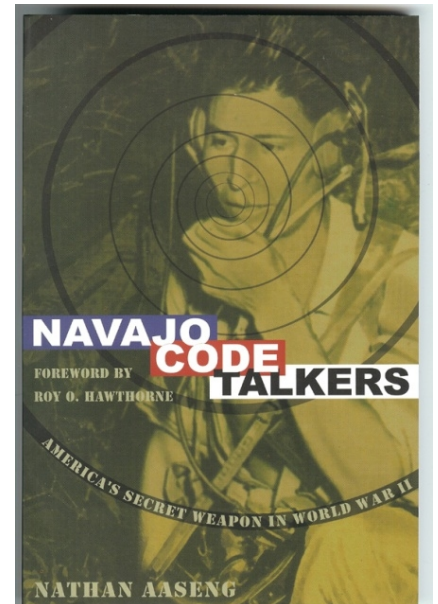
NAVAJO CODE TALKERS

“Without the Navajos the Marines would never have taken Iwo Jima.”

That is how one marine major remembers that bloody fight. The Navajos he was referring to were the Code Talkers, a corps of 420 radio operators who transmitted secret messages in a code that was never broken.

Secrecy is essential to wartime maneuvers. How do you let a distant military unit know that you are about to start shelling the enemy? How do you warn them that the enemy is heading toward them? How do you tell them to pull out before it's too late? And how do you communicate these messages without letting the enemy know what you are saying? Over time, the military has developed many different codes to send secret messages. All these codes have been broken except the one developed during World War II by the Navajo Code Talkers.

The idea of using Navajos to transmit wartime messages came from a young civil engineer, Philip Johnston, who had lived on a Navajo reservation where his father was a missionary. Early in 1942, he approached the U.S. Marines with the idea of recruiting Navajos to transmit battle messages. Johnston pointed out that there were only about two dozen non-Navajos in the whole world who could speak the language. A code based on Navajo words would be impossible to break.



CREATING A SECRET CODE

Marine recruiters had no problem finding young Navajos eager to join up. The Navajo recruits formed the 382nd Platoon which was ordered to develop a secret code. Since their language contained no terms for the weapons of war, the Code Talkers resorted to descriptive language. For example, a dive bomber became *gini* – Navajo for “chicken hawk.” They called bombs by the Navajo word for “eggs.” An anti-aircraft gun became the Navajo term for “tortoise shooter.” To ensure secrecy, the code was never written down. The Code Talkers relied strictly on memory. But as one of the code’s designers said, “Well, in Navajo, everything is in memory.”

The Navajo Code Talkers were thrown into action at Guadalcanal. English-speaking Japanese soldiers who listened in on marine messages were dumbfounded. They could make no sense of what they were hearing. The navy also used the Code Talkers to help with air attacks on the Japanese.

As the marines fought westward toward the Japanese islands, the Code Talkers fought with them. In the first two days of the attack on Iwo Jima, six networks of the Code Talkers worked around the clock, transmitting a total of 800 messages without error. In the month-long battle that followed, three Code Talkers were killed. Like the Code Talkers who had been killed earlier, their bodies were shipped home, but the nature of their duties remained secret. It was not until 1969 that the existence of a Navajo code was declassified by the military, and the crucial work of the Navajo Code Talkers was made public.

Support the following statement with facts from the article... ***“Without the Navajos the Marines would never have taken Iwo Jima.”***

To what extent was the American experience in WWI similar to the American experience in WWII?

Issue 1: Foreign policy prior to the World War I

1. What were the titles of American foreign policies prior to WWI and WWII?
2. What actions did the U.S. take prior to WWI that pulled us closer to supporting the Allies?
3. What actions did the U.S. take prior to WWII that pulled us closer to supporting the Allies?
4. What actions were taken by the Central Powers, which pulled the U.S. into WWI?
5. What actions were taken by the Japanese, which forced the United States into WWII?

To what extent were the American foreign policies similar prior to WWI and WWII?

[_____]

Not at all

Completely

Issue 2: Domestic Policy Issues

1. How did the U.S. finance both wars?
2. How did the economy change during both wars?
3. How did the wars affect the status of women and minorities?
4. How were Schenck v U.S. and Korematsu v U.S. similar?

To what extent were the American domestic policies similar during WWI and WWII?

[_____]

Not at all

Completely

Issue 3: The Brutality of War

1. What new forms of weapons were developed in WWI and WWII?
2. What new form of war was developed in both wars?
3. How did the use of the atomic bomb usher in a new form of warfare?

To what extent was the brutality of WWI and WWII similar?

[_____]
Not at all Completely

Issue 4: The role of the President in the peace making process

1. Who were the American Presidents during WWI and WWII?
2. What were the names of the peace conferences for both wars?
3. Describe the compromises in each conference.
4. What wars could be traced to each conference?

To what extent were the roles of Wilson and FDR similar in planning the peace after the wars?

[_____]
Not at all Completely

Issue 5: Demobilization after the war

1. How did the government attempt to demobilize the nation after WWI and WWII?
2. How were minorities treated after WWI and WWII?
3. How were women treated after WWI and WWII?

To what extent were the American demobilization plans similar after each war?

[_____]
Not at all Completely

Issue 6: Genocide

1. How were the genocides of WWI and WWII similar?
2. What legal bodies or actions were created as a result of each genocide?

To what extent were the genocides similar in each war?

[_____]
Not at all Completely

HOW DID WORLD WAR II IMPACT THE U.S./THE WORLD?

Instructions: In the following exercise you and a partner will investigate five impacts of the end of WW II. Both partners should read and analyze the material in order to complete the matrix below.

Station #	Event	Summarize the event	Predict how this event would affect our society
1	Yalta Conference		
2	Atomic Bomb		
3	Nuremberg Trials		
4	United Nations		
5	GI Bill		

Results of World War II

Human cost

- 22 million soldiers and civilians dead
- 24 million casualties
- Creation of refugees and displaced persons

Financial cost

- \$1.6 trillion military spending
- \$230 billion property damage

New weapons, tactics, strategies

- Radar, guided missiles, jet planes, magnetic mines, atomic bomb, major role of airplanes

Other effects

- Almost 60 nations involved in the worldwide war
- End of totalitarian systems in Germany, Italy, Japan
- Emergence of the US and USSR as world superpowers
- Cold War – nuclear arms race
- Creation of the United Nations
- Nationalistic movements in Africa and Asia
- Communist satellites under Soviet control